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ABSTRACT

Within the context of the student teaching experience, a vast body of research examines the role played by cooperating teachers and the benefits gained by student teachers. However, few studies have explored the intrinsic benefits of having student teachers to cooperating teachers and the students in their classrooms. This study, which included a lengthy literature review, was conducted to investigate cooperating teachers' perceptions of the intrinsic benefits that result from working with student teachers. From a random sample of 225 cooperating elementary teachers working with Kutztown University student teachers, 149 subjects responded to survey statements regarding intrinsic benefits (84 respondents added open-ended comments). The statements explored the following research questions: (1) whether cooperating teachers perceive student teachers to be a positive addition to the classroom, and (2) whether student teachers play a role in the professional development of cooperating teachers. Data analysis indicated that more than 97 percent of respondents perceived benefits in working with student teachers for both the classroom students and their own personal professional development. Informants' suggestions formed the basis for recommendations aimed at school administrators, directors of student teaching programs, and university supervisors. Copies of the cover letter with the statement of purpose and the Cooperating Teacher Survey are appended. (Contains 27 references.) (Author/LL)

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ED 373 025

The Student Teaching Experience: Are Student Teachers the Only Ones to Benefit?

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Research Report
presented at the
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ABSTRACT

Within the context of the student teaching experience a large body of research examines the significant role played by cooperating teachers and benefits gained by student teachers. However, few studies explore intrinsic benefits to cooperating teachers and students in their classrooms. This study investigates cooperating teachers' perceptions of intrinsic benefits that result from working with student teachers.

From a random sample of 225 cooperating teachers working with Kutztown University, 149 subjects responded on a four-point Likert scale to survey statements regarding intrinsic benefits. Eighty-four respondents added open-ended comments. Statements explored the research questions: (a) Do cooperating teachers perceive student teachers to be a positive addition to the classroom? (b) Do student teachers play a role in the professional development of cooperating teachers? More than 97% of respondents perceived benefits in terms of classroom students and personal professional development. Researchers suggest recommendations for school administrators, directors of student teaching programs and university supervisors.

Introduction

Discussions of the student teaching experience are not new, nor are debates pertaining specifically to the role and influence of the cooperating teacher. This is evidenced by 725 citations of the descriptor, "student teaching", 1092 citations of "student teachers" and 509 citations of "cooperating teachers", that appear in ERIC files between 1988 and 1993. Student teaching is one of the most investigated aspects of teacher preparation. The partnership is designed to profit the student teacher. Consequently the vast majority of research on this topic examines benefits to the student teacher.

The cooperating teacher traditionally is viewed as a purveyor of knowledge and experience while the preservice teacher is considered an observer, learner and guest. A need for change in the perspective from which cooperating teachers are viewed results primarily from two factors: (a) the need for a larger pool of capable cooperating teachers to service increasing numbers of education majors, and (b) pressure for teacher preparation program reform from national task forces such as, the Holmes Group (1986) and The Carnegie Forum on Education and the Economy (1986).

The call to reform includes mandates for enhancing collaboration between public schools and higher education. The term, *reform*, indicates improvement, which is unlikely to occur without utilizing the

most able cooperating teachers. The term, *collaboration*, implies working together for "mutual" benefits, a concept that receives little attention in the literature on student teaching.

Problem

Mandates for teacher education reform and the need for increased numbers of cooperating teachers place increased pressure on college personnel to explore ways to attract competent cooperating teachers. Increased financial compensation is cited as one way to approach this problem (Baker, Burnett, Funaki, and Goodwin, 1992); however, current economic factors may not make this feasible. Therefore, attention must be turned to examining intrinsic rather than extrinsic rewards.

This study explored a question that is generally not discussed in the arena of field experiences: Are student teachers the only ones to benefit from the student teaching experience?

The study examined the specific questions:

1. Do cooperating teachers perceive student teachers to be a positive addition to the classroom?

2. Do student teachers play a role in the professional development of cooperating teachers?

To address these questions the researchers will (a) examine the traditional context of the student teaching experience roles and rewards, (b) present data that reveal cooperating teacher perceptions of personal

intrinsic benefits, (c) draw conclusions and (4) suggst implications that support modification cf existing perceptions of the student teaching experience.

The Literature

The student teaching experience. The student teaching experience, which provides an opportunity for preservice teachers to interact with students in "real" classrooms, is made possible through a triad arrangement involving the student teacher, a public school classroom teacher, and a university supervisor. During this assignment the preservice teacher is responsible to both the college supervisor and the classroom teacher (cooperating teacher).

The practice of linking theory to practice through observation of experienced teachers and through practice in actual teaching has a long history, dating back to the establishment of the first state-supported normal school in Lexington, Massachusetts (Hull, Baker, Kyle & Goad, 1981). Most normal school programs included an experience in a laboratory school, located on or near campus. In this setting students observed demonstration lessons taught by teachers of methods courses and taught lessons in actual classrooms (Emans, 1983). After WWII, increased enrollment in schools of education forced colleges of education to shift the setting for practice teaching to public schools in near-by communities (Hull, et al., 1981). As an outgrowth of this change came the need for public school teachers to take on many supervisory

functions previously handled by university personnel. Thus, the classroom teacher's role included not only providing a classroom for observation and practice teaching, but also demonstrating effective teaching behaviors, providing constructive feedback and taking part in evaluating the student's performance.

Despite varied concerns of critics, the triad arrangement remains the most commonly used student teaching model. One member of the triad - the cooperating teacher - continues to be regarded as the key figure in preservice teacher development (Karmos and Jacko, 1977; Brodbelt and Wall, 1985), influencing both the socialization and the instructional behaviors of preservice teachers (Dispoto, 1980; Karmos & Jacko, 1977; Lofquist, 1986; Gibbs, 1990).

Rewards for cooperating teachers. Although public school teachers play a critical role in preservice education programs, they receive little monetary compensation for their services. Most colleges and universities pay a stipend averaging $112 per student teacher. In addition, about one-fourth of the institutions offer tuition waivers averaging 2.5 credit hours per student teacher and about one-third offer other tokens of appreciation such as library cards and tickets to campus activities. (Baker et al. , 1992).

Research findings indicate that extrinsic benefits are not the only primary incentives for teachers (Johnson, 1986; Lortie, 1975). Rewards also come from factors such as personal interaction with students

(Lieberman & Miller, 1984) and colleagues (Mitchell & Peters, 1988; Yee,1990), personal satisfaction (Goodlad, 1984) and efficacy (Berry & Ginsberg, 1990). Unfortunately, the traditional school setting fails to meet these needs (Lieberman & Miller, 1984). This dilemma prompts a question concerning intrinsic benefits inherent in the role of the cooperating teacher: Do teachers benefit from sharing expertise and helping the novice teacher succeed?

Koerner (1992) attempted to answer to this question by analyzing eight cooperating teacher case studies. The participants supervised student teachers while enrolled in an seminar on effective supervision. Although participants revealed more consequences than benefits from working with student teachers, they liked the partnership with the university and reported that their role prompted thought about themselves as teachers and self-examination as professionals (p. 53). Furthermore the presence of another adult in the classroom broke the teacher's isolation (p. 48). The preponderance of consequences related to "interruption of instruction", "displacement of the teacher from a central position in the classroom", "disruption of the classroom routine", and "shifting of the teacher's time and energy to instruction of the student teacher" (p. 48). The fact that none of the student teachers were given the opportunity to take full control of the class affirmed the participants lack of confidence in the student teachers' abilities to effectively provide for the elementary students' academic needs. Teachers also revealed

dissatisfaction with the university's failure to provide explicit expectations for the cooperating teacher's role (p. 51).

The sparcity of literature focusing on mutual benefits in the student teacher-cooperating teacher relationship leads to consideration of similar partnerships. Commonalities exist between mentoring, collaborative and student teaching arrangements. Differences between the first two and the last lie in established purposes for the partnership. Mentoring is a relationship established to meet the needs of both participants (Krupp, 1984) and collaboration implies working together; however, student teaching partnerships are designed to prepare preservice teachers. Research demonstrates benefits for both partners in mentoring relationships (Alleman & Newman, 1984; Bova & Phillips, 1984) and in collaborative arrangements (Bennett, Ishler & O'Loughlin, 1992; Berg & Murphy, 1992; Ellis, 1993; Savitz, 1992; and others). These positive effects warrant a closer look at several studies involving student teaching in a collaborative arrangement.

Savitz (1992) describes a pilot partnership in which college faculty and teachers in one elementary school equally share authority. The partnership provide for early and continuing field experiences for college students and utilization of college resources to enhance individualization of instruction in the elementary classrooms. Preliminary findings suggest that classroom teachers gain a sense of purpose and empowerment through (a) collegial relationships with higher education faculty

members, (b) participation in college workshops, and (c) mentoring of college students. In conclusion, Savitz suggests that benefits of public school partnerships in student teaching programs overshadow the limitations for all parties. (p. 9)

Ellis (1993) documents cooperating teacher benefits in survey responses from teachers in the Connecticut Cooperating Teacher/Mentor Program. Training for the program participants focused on collegiality, cooperation, and reflection (p.134). Of the 181 teachers who responded to the survey, 107 (59%) perceived intrinsic benefits from program involvement. Respondents reported that they became more reflective, analytical, focused, and overall better teachers (p.132). In addition, 28% of the respondents revealed "a heightened awareness of the complexity of teaching, a deepened commitment to the profession, a sense of pride in being a teacher, and a new sense of self-worth . . ." (p.133).

Analysis of these three studies above suggests that cooperating teachers' perception of intrinsic benefits may be related to (a) preparation of the student teachers, (b) the manner in which university personnel handle their responsibilities, and (c) how the triad is viewed.

Summary. From the onset, the partnership with public schools has been viewed in terms of its benefits for the preservice teacher, with the public schools providing a service for teacher preparation institutions. Students have been perceived as guests of the schools. Therefore, discussion on this topic has focused on benefits to the student teacher.

There is sufficient evidence to show that classroom teachers are motivated by intrinsic as well as extrinsic rewards. Literature focusing on collaborative partnerships with universities reveals satisfaction of cooperating teachers; but collaborative arrangements require time and resource commitments that may not be readily available. In the interim the question still remains: Do mutual benefits exist in traditional student teaching partnerships? The answer to this question may lead to understanding of how universities can increase the potential for mutual benefits? The present study was designed to increase the body of knowledge related to benefits perceived by cooperating teachers in traditional student teaching partnerships.

Methods and Materials

The population of the present study consists of cooperating teachers working in partnership with Kutztown University, a State System Institution of Higher Education, located in the southeastern section of Pennsylvania. Elementary Education majors complete two seven-to-eight-week classroom experiences (one at a primary level and one at an intermediate or middle school level). The College of Education, which has the second largest enrollment on the campus, provides approximately 200 student teaching field sites per semester for elementary education majors. Twenty-nine school districts located within five surrounding counties participate in the student teaching program.

Cooperating teachers must meet criteria set forth by the Pennsylvania Department of Education. Those who work with Kutztown University (a) hold certificates in the area being taught (b) have a minimum of three years teaching experience and (c) attend an orientation session on effective supervision.

The researchers designed a one-page cooperating teacher survey. The survey included a cover sheet with a statement of purpose and directions, and a response sheet with three sections: demographic data; statements dealing with cooperating teacher's perceptions; and open-ended comments. Participants responded on a four-point Likert Scale to seven statements that reflect perceptions of student teacher influences (See Appendix A).

To determine whether or not cooperating teachers benefit intrinsically from the student teaching experience, the study explored two specific questions:

1. Do cooperating teachers perceive student teachers to be a positive addition to classrooms?

2. Do student teachers play a role in the professional development of cooperating teachers?

The researchers administered the survey by mail to a random sample of 225 cooperating teachers during the 1992-93 academic year. Of the teachers queried, 149 (66%) returned the survey and 83 (56%) of those respondents added comments.

Analysis of Data

Demographic data revealed (a) a cross-section of subjects in inner-city, rural and suburban settings, (b) a majority of teachers with 20 or more years of teaching experience, and (c) a majority of teachers having experience with five or more student teachers (see Appendix B).

To analyze the data, the researchers (a) calculated percentages of responses to each level of the Likert Scale (see Table 1), (b) categorized the comments in terms of the relationship to the particular items on the survey, and (c) analyzed comments to identify emergent themes.

Table 1

COOPERATING TEACHER SURVEY

PERCENTAGE OF RESPONSES

Statement	SA	A	D	SD
1. I feel student teachers contibute in a positive way to my classroom.	47.00	52.30	.67	0.00
2. Student teachers bring new/creative ideas to the classroom.	27.60	68.50	4.03	0.00
3. Having a student teacher allows me time to provide extra attention to individual students.	40.40	49.30	8.90	1.40
4. Reflection on my own teaching occurs as a result of observing student teachers.	45.64	53.70	0.67	0.00
5. My own repertoire of teaching techniques has expanded/grown as a result of having student teachers.	20.27	62.90	16.20	0.67
6. Having a student teacher in the classroom has a positive effect on the students.	30.60	68.10	1.40	0.00
7. In general, having a student teacher in the classroom has a positive influence on me.	33.60	63.80	2.70	0.00

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Due to the consistently high percentages of agreement with each survey statement, the researchers did not deem it necessary to subject the data to further analysis.

For the purposes of the following discussion, percentages in the response columns "strongly agree" and "agree" are grouped and viewed as indications of benefit to the teacher and/or classroom. The percentages in columns "disagree" and "strongly disagree" are grouped and viewed as no benefit to the classroom and cooperating teacher (See Table 2).

Table 2

SUMMARY TABLE OF COOPERATING TEACHER SURVEY

PERCENTAGE OF RESPONSES

Statement	SA/A	D/SD
1. I feel student teachers contibute in a positive way to my classroom.	99.32	0.67
2. Student teachers bring new/creative ideas to the classroom.	95.97	4.03
3. Having a student teacher allows me time to provide extra attention to individual students.	89.93	10.27
4. Reflection on my own teaching occurs as a result of observing student teachers.	99.32	0.67
5. My own repertoire of teaching techniques has expanded/grown as a result of having student teachers.	83.22	16.89
6. Having a student teacher in the classroom has a positive effect on the students.	98.65	1.39
7. In general, having a student teacher in the classroom has a positive influence on me.	97.31	2.69

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Findings

The following focuses first on the research questions and then on themes that emerged from analysis of the open-ended section of the survey:

Research question 1: "Do cooperating teachers perceive student teachers to be a positive influence in the classroom?"

Statements 1, 2, 3 and 6 deal with student teachers' impact in the classroom:

1. I feel student teachers contribute in a positive way to my classroom.
2. Student teachers bring new/creative ideas to the classroom.
3. Having a student teacher allows me time to provide extra attention to individual students.
6. Having a student teacher in the classroom has a positive effect on the students.

On the Likert Scale, 143 (96%) respondents indicated that student teachers have a positive effect on the classroom. On the open-ended section of the survey, 47 (56%) comments related to impact on the classroom. Of these comments, 62 (75%) implied benefits.

The following statements reflect benefits reported by cooperating teachers:

> They bring new ideas to my room and are a fresh new face and a capable extra pair of hands. Children enjoy the student teachers -- gives them a break!

I have thoroughly enjoyed each student teacher - they bring new ideas to my classroom. My first graders LOVE them. I enjoy being a cooperating teacher!

The majority of student teachers I've worked with have been enthusiastic willing participants eager to learn about and work with children. They helped develop a sense of community within the classroom through teamwork with the cooperating teacher.

I feel that the students enjoy and usually receive extra benefits from having a student teacher if the cooperating teacher and student teacher work together with continuous self-evaluation by the student teacher and constant efforts to improve.

Research question 2: Do student teachers play a role in the professional development of cooperating teachers?

Statements 4, 5 and 7 deal with the cooperating teacher's professional development:

4. Reflection on my own teaching occurs as a result of observing student teachers,

5. My own repertoire of teaching techniques has expanded/grown as a result of having student teachers.

7. In general, having a student teacher in the classroom has a positive influence on me.

Considering that reflection is often thought to be a significant factor in promoting a teacher's professional growth, analysis of statement four

is particularly noteworthy. One hundred forty-two (99%) responses to this statement indicate that working with student teachers increases teacher reflection.

The following cooperating teacher comments also reflect benefits related to professional development:

> Having a student teacher in my classroom had various positive effects on me. I was quite aware of being a role model every minute of the class day. We shared ideas--she gained from several of my organizational skills. I gained from many of the new ideas she brought to my classroom.
>
> I believe this dialogue that is the product of having a student teacher is the biggest benefit to the cooperating a teacher. Unfortunately, little professional conversation takes place in my building. Therefore, I value the opportunity to discuss teaching that a student teacher provides. My own professional development is a result. I wish that observations and feedback were more possible for the working professional.
>
> Having student teachers has helped to influence my decision to pursue a Master's Degree in Early Childhood Ed after 24 years of teaching! I'm enjoying every minute of my graduate work.
>
> I remember very well my student teaching experience and 24 years after, still use the "tricks of the trade" my co-op shared with me. Student teachers keep me on my toes, prevent burn out and give me the opportunity to give something back to the university. An additional benefit is the opportunity it affords me to meet with the supervisory personnel from the University and therefore remain current. It's like having a professional journal right in the classroom with me.

> Student teachers keep me abreast of new trends in education. Being a cooperating teacher can be emotionally draining. My biggest fear is that my students don't get the depth of teaching they could from a seasoned teacher, but I want to be able to encourage a student teacher in the way my "co-ops" did me sixteen years ago. I get buoyed by student teachers' enthusiasm and determination. They're refreshing!
>
> Good communication is the key in all areas --I find I learn, too, when I take time to find out what's being covered in practicums.

Emerging Themes.

Analysis of the open-ended section of the survey revealed three emergent themes that did not directly relate to statements on the survey: preparation of student teachers, intrinsic motivation, the effect of individual students on benefits.

Preparation of student teachers. Respondents commented, both positively and negatively, on the preparation of student teachers. Four open-ended statements suggest dissatisfaction with aspects of teacher preparation. However, overall responses to the Cooperating Teacher Survey indicate that student teachers, cooperating teachers and students in the classroom benefit from the student teaching experience.

The following comments reflect negative perceptions:

> Student teachers come to the field not having sufficient knowledge of current trends such as, cooperative learning, process writing/process reading.
>
> I would like to see more motivational techniques in introducing lessons by these young teachers. I was

> surprised that the Reading Workshop was not part of their professional courses. So far the student teachers I've had have been pleasant and cooperative. I hope to have this experience again as I look forward to more student teachers in my classroom.
>
> It has been difficult for the student teachers I have had to think of creative ways of presenting information. It is hard for them to use a thematic approach.
>
> Student teachers are generally weak in the areas of discipline and management. I find myself teaching much more than they teach me.

In contrast, one respondent comments:

> Keep up the good work. I have been very impressed with the abilities of my student teachers.

Intrinsic motivation. Although most intrinsically oriented comments relate to specific survey items, several focus on professional pride:

> In the twenty years that I have been a cooperating teacher, most of my student teachers and I have had a positive experience. They have made me proud because of their accomplishments.
>
> It gives me the opportunity to do something for my profession. Actually, I feel that working with student teachers is a very important part of my job --with far-reaching effect.
>
> ...I knew a wonderful woman who helped me one day and I want to help others.

Effect of individual student teachers on ratings: Thirty-three (40%) respondents qualified their ratings as a direct result of personal

experiences with student teachers. Specifically, ratings showed agreement because most or all experiences with student teachers were positive, or disagreement because most experiences were negative. The following statements characterize the nature of the comments:

> I can respond positively to most of these because the majority of the 18-20 student teachers I have had enable me to do so.
>
> The impact student teachers have on cooperating teachers, students and parents in general, is a direct result of the university's selection process, curriculum choices and mode of training and implementation.
>
> Many of these depend on the quality of the student teacher and his/her willingness to work with their cooperating teacher and the class.
>
> This information is based on student teachers that have been in my classroom and team. Some students have a greater impact on students than others.
>
> In general, my student teachers have been fantastic and were a real asset to the classroom. However, 1 (or 2) have been unproductive. took lots of time to motivate, and therefore, the experience was negative for both my students and me.
>
> Overall, I've enjoyed my experiences.
> Above responses are positive because I have gotten good student teachers. Poor student teachers would, certainly, be a different story.
>
> All of the above depends on the competence and personality of the student teacher. Some I have had did not leave either myself or students with a positive feeling.

Conclusions

Responses to the Cooperating Teacher Survey demonstrate that public schools benefit from participation in the student teaching program at Kutztown University. These findings support conclusions by Savitz (1992) and Ellis (1993), but do not support Koerner's (1992) conclusion that cooperating teachers are "ambivalent participants" (p. 46). Overall analysis of data suggests that in most cases the presence of student teachers positively affects both the classroom teacher and the students in the classroom. High percentages of positive responses (indicated by checking "strongly agree" or "agree") clearly indicate that student teachers are not the only ones who benefit from the student teaching experience. Therefore, student teachers should be viewed as valued partners as well as recipients. The relationship is one of collaboration in which all parties benefit.

Recommendations

Benefits to public school teachers of working with preservice teachers have been underestimated and underutilized by public school administrators and teacher education personnel. Results of this study provide an avenue for altering this perspective and enlarging the pool of qualified cooperating teachers through communication of intrinsic benefits. Specific recommendations are as follows:

School Administrators

Professional development of teachers ultimately improves the quality of schools. An ongoing administrative concern is providing continuing staff development that is within the personal contexts of the classroom (Fullan, 1990, p. 4). Participation in student teaching programs has the potential to support ongoing professional development through exposure to new ideas and teaching techniques, interaction with university personnel, and increased reflection via the evaluation process. Administrators should therefore consider:

1. changing personal perspective of student teachers from guests in the schools to potential benefits,
2. communicating to staff members that student teachers are a positive addition to teachers and classrooms, just as clerks and interns are to the legal and medical professions,
3. encouraging teachers to participate in student teaching programs,
4. working with university personnel to facilitate the placement of student teachers.

University Supervisors

University supervisors have a complex task that involves working with two individuals in distinct roles. They are the liaison between the public school and college of education. University supervisors should therefore attempt to:

1. change personal perspective of student teachers from guests in the

schools to potential assets,

2. recognize their influence on the professional development of cooperating teachers,

3. take time to engage in professional conversations with cooperating teachers,

4. show appreciation to cooperating teachers for (a) supporting and encouraging the student teacher, (b) demonstrating effective teacher behaviors, and (c) providing insightful feedback,

5. reinforce intrinsic rewards of cooperating teachers by guiding student teachers to view the cooperating teacher as a valuable resource for professional growth and to communicate this to the cooperating teacher.

Directors of student teaching programs

Views held by directors of student teaching programs concerning the roles of participants affect perceptions held by all members of the triad. Student teaching directors need to:

1. change personal perspective of student teachers from guests in the schools to potential assets,

2. work in collaboration with teacher education faculty to strengthen screening procedures and increase preparedness of students, particularly in terms of research-based innovations,

3. advocate and support (a) low supervisor/student ratios, and (b) clustering student teacher placements, so that supervisors' schedules include the time necessary for professional interaction with cooperating

teachers.

Implications for Further Study

Although student teaching field programs vary from institution to institution, one common element is noted: the triad arrangement - the student teacher, the cooperating teacher and the university supervisor. The commonality, however, conceals differences in attitudes, behaviors of university personnel, and preparation of students. Therefore, the degree to which cooperating teachers benefit intrinsically is affected by the university personnel, the student teacher and public administrators. Replication of the study at other universities is necessary to establish the degree to which these results can be generalized.

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APPENDIX A

Cooperating Teacher Survey

June 9, 1992

Dear Cooperating Teacher,

We are currently engaged in a study on the effects student teachers have on cooperating teachers and students in the classroom. A large body of research exists noting the significant role played by cooperating teachers in the professional development of preservice teachers. However, little research has been conducted examining the influence/impact student teachers have on the cooperating teacher and students in the classroom.

Your assistance in completing the attached questionnaire is greatly appreciated. A return envelope is included for your convenience. Please note that all responses will be kept confidential and no data will be reported that may lead to the identification of a specific school, district or teacher.

Thank you for your valuable time.

Sincerely,

Linda Gibbs

Alicia Montoya

COOPERATING TEACHER SURVEY

PART 1: DEMOGRAPHIC DATA

Female ____ Male _____

Number of years of teaching experience ____

Current setting: Inner City ____ Rural ____ Suburban ____

Number of student teachers: 1 ____ 2-4 ____ 5 or more ____

PART 2: Please rank the following:

1. I feel student teachers contribute in a positive way to my classroom.

   Strongly Agree *Agree* *Disagree* *Strongly Disagree*

2. Students bring new/creative ideas to the classroom.

   Strongly Agree *Agree* *Disagree* *Strongly Disagree*

3. Having a student teacher allows me time to provide extra attention to individual students.

   Strongly Agree *Agree* *Disagree* *Strongly Disagree*

4. Reflection on my own teaching occurs as a result of observing student teachers.

   Strongly Agree *Agree* *Disagree* *Strongly Disagree*

5. My own repertoire of teaching techniques has expanded/grown as a result of having student teachers.

   Strongly Agree *Agree* *Disagree* *Strongly Disagree*

6. Having a student teacher in the classroom has a positive influence on me.

   Strongly Agree *Agree* *Disagree* *Strongly Disagree*

7. In general, having a student teacher in the classroom has a positive influence on me.

   Strongly Agree *Agree* *Disagree* *Strongly Disagree*

PART 3: Additional comments: _____

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